

**ORGANIZATION
AND
ADMINISTRATION

OF
GUIDANCE SERVICES**

IN THE SCHOOLS OF ONTARIO

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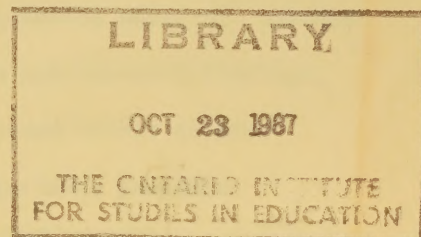
ONTARIO DEPARTMENT OF EDUCATION




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FOREWORD

The 1961 edition of Curriculum I:3 and S:5, Guidance, included information on the organization of school guidance services in Ontario; this information has been deleted in the 1969 revision. Recent or imminent changes seemed to require a separate bulletin which could be revised more frequently than the major curriculum publication on guidance; thus a committee of program consultants in guidance, after consultation with school principals and heads of guidance, has prepared this booklet to supplement the information in I:3 and S:5.

A recent organizational change within the Department of Education is the move away from the traditional pattern of inspection to the new concept of consultation.

In each of the ten Regional Offices of the Ontario Department of Education, there will be a program consultant in guidance whose rôle is to encourage, assist, support, consult with, and be a resource and service person for school guidance personnel. No longer will Departmental consultants rate guidance workers; instead the goal will be an exchange of information and research findings, a service to guidance personnel, and a combined effort to aid individual professional growth and school guidance programs.

The new relation of the school guidance worker and the program consultant will enable all concerned to work with enthusiasm and competence to provide a more effective service for Ontario students.

School guidance personnel should direct all requests for consultation, for information about completing field studies for

certification in Guidance, or for assistance with any problems related to their work in guidance to their Program Consultant in Guidance at the regional office, not to the central office of the Department of Education in Toronto.

There are a few exceptions, however. Those who have completed graduate courses in Guidance, other than the Ontario Department of Education courses, and who wish, on the basis of these courses, to obtain the Ontario Department of Education Certificate in Guidance, should direct requests for such credit to the Registrar of the Department of Education and include an official transcript of the graduate record.

Evidence of successful experience required for recommendation for admission to the summer courses now is the responsibility of the Area or Municipal Superintendent of Schools.

This brochure has been produced to help school personnel provide more effective guidance services. No publication, however, can meet the needs of every local situation; some of the suggestions must be modified for individual schools. Basic to school guidance is the recognition of individual differences among students and of different concerns the same student may have at different ages. The nature of these concerns will vary for individuals according to age, level of maturity, environment, and other factors. Though every teacher is involved in guidance, guidance-trained teachers are required for certain needs: helping the student to mature in his ability to profit from school instruction; helping him to mature in the processes and skills of choice-making, especially for educational and vocational planning; and helping him to mature in his understanding of himself and in his acceptance of responsibility.

The Selection and Training of Guidance Workers

Principals and administrators should exercise extreme care in the selection of guidance personnel.

The following personal qualities would be desirable in a counsellor:

- . warmth, enthusiasm, and faith in youth
- . optimism
- . mature judgement
- . understanding of the needs and concerns of youth
- . versatility and flexibility
- . ability to cooperate with pupils, teachers, and parents
- . ability to communicate
- . leadership ability
- . a knowledge of curriculum and an awareness of curriculum implications
- . interest in community activities

In addition to these personal characteristics, guidance personnel should possess the following professional qualifications:

- . a basic teaching certificate with at least one year of successful teaching experience
- . certification in guidance

The Department of Education offered the first summer school program leading to certification in 1945. Since then, the program has changed and expanded considerably.

There now are three major routes to certification as a guidance worker in the Province of Ontario: 1) through Department of Education courses; 2) through a College of Education option in

guidance and 3) through graduate work in Guidance and Counselling. The routes to guidance certification in this province are listed in Memorandum 1968-69:29.

Teachers who intend to qualify for guidance certification through graduate courses outside the Province of Ontario are encouraged to submit their proposed program of studies to the Department of Education where the proposed program can be evaluated and approved. Every effort is made to accept certification work done in other jurisdictions, but some courses do not relate satisfactorily to the program offered in Ontario. Where such difficulties exist, it is wise to obtain clearance for certification prior to enrolment in the course.

Guidance in the Schools

Guidance is a continuous process. It begins before the child enters school and continues after graduation. Guidance provides a means for assisting individuals to understand themselves. It will help them make wiser educational, vocational, and personal-social decisions.

The guidance program serves all children, not just those with serious problems. The students will benefit when the parents and teachers understand the problems that occur during the course of normal development.

The counsellor will work with teachers, parents, and administrators to provide the services and information necessary to enable each student to gain maximum benefits from his educational experiences. The guidance worker, as the centre of the pupil-services program, must possess an adequate professional background.

Guidance can only serve its purpose if it is understood by directors, superintendents, principals, teachers, and other school personnel. The support they give will determine its effectiveness.

In an effective guidance program, every effort is made to provide services that will enable the individual student to make the maximum use of his capacities and opportunities. As such, guidance is an integral part of every good educational program.

The Rôles of School Personnel in the Guidance Program

The extent to which guidance functions are performed by various staff members within a school will depend upon the size of the school, the availability of suitable personnel, and the development of the guidance program.

The guidance functions which follow are intended as suggestions. Perhaps they will be useful as a guide to assist local personnel in determining responsibilities or duties.

The School Board

The effectiveness of the guidance program in a school or school system will depend upon how well the school board understands its functions. Members of the school board need to:

- . understand the philosophy and principles underlying a program of guidance services
- . provide facilities, equipment, and materials necessary for an effective guidance program
- . provide funds for the employment of qualified counsellors and clerical assistants
- . enlist the co-operation of the community in support of guidance services.

Directors and Superintendents

The rôles of the chief administrative officials of the board are predicated upon their knowledge and understanding of what constitutes a guidance program and their demonstrated interest in it. They can support the guidance program by:

- . understanding the basic point of view underlying it

- . making provision for the necessary professional and clerical personnel, adequate facilities, equipment, supplies, and materials
- . providing opportunity for in-service education
- . ascertaining the effectiveness of the guidance services throughout the school system by a continuing evaluation.

Principals

The principal is ultimately responsible for planning, organizing, and co-ordinating the duties of the entire staff in order to place the appropriate emphasis on the guidance program. His interest will determine whether the guidance program is a success or failure. He is responsible for:

- . establishing policies which provide for the development of an effective program of guidance in his school
- . selecting suitable, qualified guidance personnel
- . clarifying the rôles of all school personnel as they relate to guidance.

Librarians

In much the same way as the teacher, every librarian is involved in guidance. The librarian is trained to collect, organize, maintain, and disseminate resource materials for the school. The librarian needs to:

- . identify, order, classify materials needed by counsellors in both individual and group work with the student
- . assist the counsellor in the identification of educational and occupational materials

- . assist the counsellors with guidance displays and exhibits
- . provide resources applicable to a student's educational, occupational, or personal-social interests.

Teachers

The work of the teacher cannot be performed apart from the many factors which influence a student's life. Since guidance is an integral part of every classroom activity, the teacher is responsible for:

- . creating a classroom environment where the atmosphere enables the student to develop self-respect, self-confidence, and respect for others
- . contributing to a greater understanding of students by providing the counsellor with information about them.
- . integrating vocational, educational, and personal-social information into their respective subjects
- . recognizing the need for special help and making appropriate referrals
- . participating in case conferences.

Guidance Co-ordinator

The main responsibilities of the co-ordinator of guidance are those of co-ordination and planning the guidance services within the school system and between schools. He will need to:

- . work with administrators to ensure that facilities, financial resources, and time are provided for the guidance program

- . adapt guidance services to meet the needs of a particular system, school, or pupil
- . work with principals, guidance personnel, and teachers in recommending and implementing services including transfer of pupils from one school to another
- . provide and arrange for in-service training of teachers and/or counsellors.

Guidance Head

The guidance head performs the same functions in a school as the co-ordinator of guidance does for a school system. His responsibilities are, therefore, similar. In addition he will need to:

- . assign responsibilities to members of his department for various guidance activities and services
- . serve as a school counsellor when not involved in duties of the guidance head
- . prepare, in co-operation with guidance personnel, the program for group work in guidance.

School Counsellors

The pivot of the guidance program is the counsellor who must have a sound understanding of teaching philosophy and practice. The functions he performs are illustrated in a section of the American School Counsellors' Association Policy Statement devoted to professional responsibilities. These are reproduced here as an indication of the functions of a school counsellor. The emphasis may vary from one school to another, but all the functions listed below should be part of a counsellor's frame of reference.

1. Planning and Development of the Guidance Program

The school counsellor:

- . assists in defining objectives of the program
- . identifies the guidance needs of pupils
- . assists in developing plans of action
- . co-ordinates various aspects of the program in a meaningful sequence of guidance services
- . assists in continued guidance program planning and curriculum development
- . evaluates the program and assists other members of the school staff in evaluating their contributions to guidance services.

2. Counselling

In a counselling relationship, the counsellor:

- . assists the pupil to understand and accept himself as an individual, thereby making it possible for the pupil to express and develop an awareness of his own ideas, feelings, values, and needs
- . furnishes personal and environmental information to the pupil, as required, regarding his plans, choices, or problems
- . seeks to develop in the pupil a greater ability to cope with and solve problems and an increased competence in making decisions and plans for which he and his parents are responsible.

3. Pupil Appraisal

In pupil appraisal the school counsellor:

- . co-ordinates the accumulation of meaningful information concerning pupils through such means

- as conferences with pupils and parents,
- standardized test scores, academic records,
- anecdotal records, personal data forms, records
- of past experiences, inventories, and rating scales
- . co-ordinates the organization and maintenance of
- confidential files of pupil data
- . interprets pupil information to pupils, parents.
- teachers, administrators, and other professionally
- concerned with the pupil
- . identifies pupils with special abilities or needs
- . takes advantage of available data-processing
- equipment for facilitating the processing and
- transmission of pupil data.

4. Educational and Occupational Planning

The counsellor:

- . assists the pupil and his parents in relating the
- pupil's interests, aptitudes, and abilities to
- current and future educational and occupational
- opportunities and requirements, long-range educational
- plans, and choices
- . collects and disseminates to pupils and parents
- information concerning careers, opportunities for
- further education and training, and school curricular
- offerings. These activities should be provided through
- a carefully planned sequence and may include group and
- individual sessions with pupils and parents, special
- programs, provision of up-to-date educational and
- occupational files readily accessible to pupils,

bulletin boards, guidance newsletters, and visits
by pupils to educational institutions and to business
and industry

- . assists pupils and parents in understanding procedures
for making applications and planning for financing the
pupil's educational goals beyond high school
- . consults with school administrators and members of the
school staff relative to the curricular offerings which
will meet the abilities, interests, and needs of the pupils
- . assists in the educational and occupational planning of
pupils who have withdrawn or who have graduated from
the school.

5. Referral Work

Recognizing his own limitations to provide total service,
the counsellor:

- . assists pupils and parents who need such services to
be aware of and to accept referral to other specialists
in pupil-personnel services and community agencies
- . maintains a close working relationship in referrals to
other specialists in pupil-personnel services
- . identifies pupils with special needs which require the
services of referral sources
- . identifies community referral agencies and their services
- . assists in the development of referral procedures and in
the maintainance of liaison and cooperative working
relationships with community resources

- . provides a follow-up referral of agency recommendations to help the pupil and/or his family work through the problems
- . encourages the development and/or extension of community agencies for handling pupil referrals.

6. Placement

The counsellor:

- . helps pupils and parents to make a long-range plan of study for the high school years and assumes responsibility for periodic review and revision of such plans according to need as shown by such factors as changes in the curriculum, pupil appraisal data, school achievement, the pupil's maturity, and new goals
- . plans with administrators and teachers 1) to provide appropriate classroom placement for pupils with special abilities or disabilities and 2) to establish procedures for course selection by pupils and grouping of pupils
- . helps furnish pupil data to the receiving school when a pupil transfers, obtains pupil data for new pupils, and gives individual pupil data to educational and training institutions, prospective employers, and employment agencies
- . assists in giving pupils and parents an understanding of procedures for making applications and financial plans for attending educational or training institutions, and for making application for employment
- . confers with admissions personnel and personnel directors, and visits educational and training institutions as well as businesses and industries applicable to pupils in his school.

7. Parent Help

Through individual or group conferences the counsellor:

- . interprets the guidance and counselling services of the school
- . assists parents in developing realistic perceptions of their children's aptitudes, abilities, interests, attitudes, and development as related to educational and occupational planning, school progress, and personal-social development
- . provides parents with information about school policies and procedures, school course offerings, educational and occupational opportunities and requirements, and resources that can contribute to the fullest development of their children.

8. Staff Consulting

In staff consulting, the counsellor:

- . shares appropriate individual pupil data with staff members, with due regard to keeping information confidential
- . helps other teachers to identify pupils with special needs or problems and keeps teachers informed of developments concerning individual pupils which might have a bearing upon the classroom situation
- . participates in in-service training programs, staff meetings, and case conferences through which he discusses his own rôle and encourages effective use of pupil data in teaching activities and guidance services given by teachers
- . assists teachers to secure materials and develop procedures for a variety of classroom group guidance experiences

provides materials and information concerning such matters as the characteristics and needs of the pupil population, pupil post-school behaviour, and employment trends for use in curriculum study and revision.

9. Local Research

The counsellor conducts or co-operates with others in conducting studies in areas such as the following:

- . follow-up of graduates or pupils who have withdrawn
- . relation of scholastic aptitude and achievement to selection of courses of study, class placement, and post-high-school education and occupational placement
- . characteristics, as well as educational and guidance needs of the pupils
- . the use of records and pupil personnel data
- . occupational trends in the community
- . evaluation of the school's counselling and guidance services.

10. Public Relations

In discharging his responsibility in public relations, the school counsellor may:

- . participate in programs of civic organizations and other community groups
- . prepare or furnish information for articles in school and community publications
- . assist in programs for presentation by radio or television.

Group Work in Guidance

Group Work in Guidance is an integral part of the guidance program. Guidance personnel, therefore, should be concerned continually with ways to improve its effectiveness. Since many of the group guidance topics require more than a one-period presentation, considerable time is needed for recall and re-orientation to the topic under discussion in a one-period-per-week organization. As a result, there may be a problem in developing continued interest by students, and the counsellor may find it difficult to present a series of related lessons.

It is suggested in H.S.1 (1968-69) that an alternate manner of time-tabling Group Work is to provide blocks of time during each academic year. Although the revised Curriculum I:3 and S:5, Guidance was structured with emphasis at the former Grades 9 and 12 levels, the presentation of certain topics may be more appropriate at other times. Guidance personnel will find little difficulty developing a seventy-period program through the secondary years, utilizing topics suggested from the programs found in I:3 and S:5.

There are several methods for implementing block time-tabling of Group Work in Guidance. These are:

- . overlaying
- . blocking by semester
- . blocking by subjects
- . module system

Several centres have experimented with the overlaying method of block time-tabling and as a result of their experiences the

following suggestions may serve as guidelines to others introducing such a plan.

1. The head of guidance, assisted by others in the guidance department, will produce a course outline to meet the needs of students in the school. They might refer to I:3 and S:5 when preparing such an outline.
 2. The head of guidance will indicate to the principal:
 - . topics to be presented
 - . classes involved in specific topics
 - . time of year for presentation
 - . length of time required for each topic
- see example on next page

An example of a typical presentation is prepared as follows:

<u>YEAR</u>	<u>TOPIC</u>	<u>TIME OF YEAR</u>	<u>NUMBER OF PERIODS REQUIRED</u>
1	Orientation and Outline of Guidance Services	September (2nd week)	5
1	Efficient Study Methods	November (1st week)	5
1	Career Planning	January (2nd week)	5
1	Educational Planning	February (1st week)	5
1	Personal and Social Development	April (1st week)	5
2	Personal and Social Planning	October (3rd week)	5
2	Vocational and Educational Planning	February (2nd week)	5
3	Effective Study Methods	November (2nd week)	5
4	Understanding Self	October (1st week)	5
4	Career Planning	December (1st and 2nd weeks)	10
4	Educational Planning	January (3rd and 4th weeks)	10
5	Further Education	January (1st week)	5
			—
			70

3. The principal and/or administrative staff will construct a school time-table. Group Work in Guidance will not be scheduled.
4. When the time-table has been completed, the head of guidance will overlay the periods required for Group Work. The guidance periods will be inserted for the week or cycle in place of scheduled subjects. It is understood that a class will retain the same teacher for Group Work in Guidance for a complete cycle and preferably for the whole year.
5. At the first staff meeting in the school year, the principal will advise the teachers concerned that some of their classes will be scheduled for Group Work in Guidance at certain times in the year. The guidance overlay replacing parts of the regular schedule will be presented to the staff at this time. Reminders are distributed to the teachers just prior to the scheduled group guidance periods.

The following form may be used for this purpose. This same form may be used as a reminder if distributed to the teachers just prior to scheduled group guidance periods.

Name of Teacher Mr. Smith

Please note that during cycle 3

class 5A9D scheduled for French

day 1 period 2

will be scheduled for group work in guidance.

NOTES

1. Do not attempt to block more than one level during each week or cycle.
2. Do not overlay group guidance against Physical Education and Health.
3. Do not overlay group guidance on a subject more than once during any week or cycle.
4. It is easier to organize if relatively few counsellors are involved.
5. Designating one classroom for group guidance may not be practical in a block time-table organization; therefore, the sessions are usually taken wherever the class would normally be.

COUNSELLOR # 1

No.	Time	D-1	D-2	D-3	D-4	D-5	D-6
1.	9:00 - 9:45	Dept. (9F)	(9B) Dept.	Dept.	Dept. (9J)	Dept.	Dept.
2.	9:45 - 10:30	Dept. (9D)	Dept.	c (9E)	Dept. (9B)	c	c (9J)
3.	10:30 - 11:15	c (9J)	c (9E)	c (9B)	c (9D)	c (9J)	c (9E)
4.	11:15 - 12:00	c L	L	L	c	c	Sup. L
5.	12:00 - 12:45	L (9B)	c	c (9D)	L (9F)	L (9E)	L (9F)
6.	12:45 - 1:30	c	c (9E)	c (9J)	c	c (9B)	c
7.	1:30 - 2:15	c	c (9J)	c (9E)	c	c (9D)	c (9B)
8.	2:15 - 3:00	c (9E)	(9D) Dept.	Dept.	Dept. (9E)	Dept. (9E)	(9D) Dept.

The above time-table indicates the guidance responsibility of a full time counsellor during a cycle in which the blocking of guidance time has been provided by the overlay method.

No.	Time	D-1	D-2	D-3	D-4	D-5	D-6
1.	9:00 - 9:45	D	D (9A)	9FF PE	D	9FF PE	D
2.	9:45 - 10:30	Prep	9FF HE	D (9K)	9FF PE	D (9K)	P
3.	10:30 - 11:15	C (9A)	12AB HE	12AB PE	12AB PE	Prep	12AB PE
4.	11:15 - 12:00	C	C	C	L	L	L
5.	12:00 - 12:45	L	L	L	Prep (9K)	C (9A)	C
6.	12:45 - 1:30	C (9K)	C (9K)	(9A) Prep	C	Study	C
7.	1:30 - 2:15	9AB PE	9AB HE	9AB PE	C (9A)	9AB PE	C (9K)
8.	2:15 - 3:00	12GH PE	12GH HE	12GH PE	C	12GH PE	C (9A)

The above time-table indicates the guidance responsibilities for a part-time counsellor during a cycle in which blocking of guidance time has been provided by the overlay method.

The following time-tables indicate the guidance assignments for each class and counsellor (#1 or #2) during a specific cycle in which blocking of guidance time has been provided by the overlay method.

CLASS 5A9E

No.	Time	D-1	D-2	D-3	D-4	D-5	D-6
1.	9:00 - 9:45	English	English	PE/Eng.	PE/Eng.	PE/Eng.	PE/Eng.
2.	9:45 - 10:30	Health	French	Lib. Sc.	PE/Eng.	PE/Eng.	English
3.	10:30 - 11:15	French	French	French	French	French	French #1 Gd
4.	11:15 - 12:00	L	L	L	L	L	L
5.	12:00 - 12:45	Hist-Geo	Hist-Geo	Hist-Geo	Hist-Geo	#1 Gd Hist-Geo	Hist-Geo
6.	12:45 - 1:30	Math	Math #1Gd	Math	Math	Math	Math
7.	1:30 - 2:15	Sc	Sc	Sc #1Gd	Sc	Sc	Sc
8.	2:15 - 3:00	Typ #1Gd	Hist-Geo	Typ	Eng #1Gd	Typ	Typ

CLASS 5A9D

No.	Time	D-1	D-2	D-3	D-4	D-5	D-6
1.	9:00 - 9:45	Math	Math	French	Math	French	Math
2.	9:45 - 10:30	Fr #1Gd	IA	French	French	IA	French
3.	10:30 - 11:15	English	IA	English	Eng #1Gd	IA	English
4.	11:15 - 12:00	L	L	L	L	L	L
5.	12:00 - 12:45	Health	PE/Eng	Math #1Gd	PE/Eng	Math	PE/Eng
6.	12:45 - 1:30	Hist	PE/Eng	Lib Sc	PE/Eng	English	PE/Eng
7.	1:30 - 2:15	Sc	Sc	Sc	Sc	Sc #1Gd	Sc
8.	2:15 - 3:00	Geo	Hist #1Gd	Hist	Hist	Geo	Geo #1Gd

CLASS 5A9K

No.	Time	D-1	D-2	D-3	D-4	D-5	D-6
1.	9:00 - 9:45	Math	Hist	Math	Geo	Math	English
2.	9:45 - 10:30	Sc	Lib Sc	Art (#2Gd)	Hist	Eng (#2Gd)	Art
3.	10:30 - 11:15	French	English	Art	English	French	Art
4.	11:15 - 12:00	L	L	L	L	L	L
5.	12:00 - 12:45	French	Sc	Sc	Sc (#2Gd)	Sc	Sc
6.	12:45 - 1:30	Hist (#1Gd)	Geo (#2Gd)	Hist	English	Geo	English
7.	1:30 - 2:15	Girls PE Boys HE	French	Girls PE Boys Eng	French	Girls PE Boys Eng	Fr (#2Gd)
8.	2:15 - 3:00	Boys PE Girls Eng	Math	Boys PE Girls HE	Math	Boys PE Girls Eng	Math

Time, Materials, and Facilities

The two basic services of the school counsellor are to counsel individual students and to work with students in groups. A school counsellor must expect to spend between seventy and eighty per cent of his time in the performance of these services. Counsellors should not be expected to take part in activities that will reduce his time in the performance of these services. If school counsellors are given other duties, a proportionate increase will be required in professional personnel.

It is difficult to ascertain the exact number of counsellors required to serve the educational and developmental needs of students. A minimum ratio of one full-time qualified counsellor for each three hundred secondary school students and one full-time qualified counsellor for every five hundred elementary school students appears to be a reasonable ratio. It would be difficult to expect close, individual attention if the ratio of students to counsellor is any higher.

In addition to suitable, qualified guidance personnel, provision must be made for secretarial and clerical help. It is reasonable to expect the minimum of one full-time secretary for every four full-time counsellors.

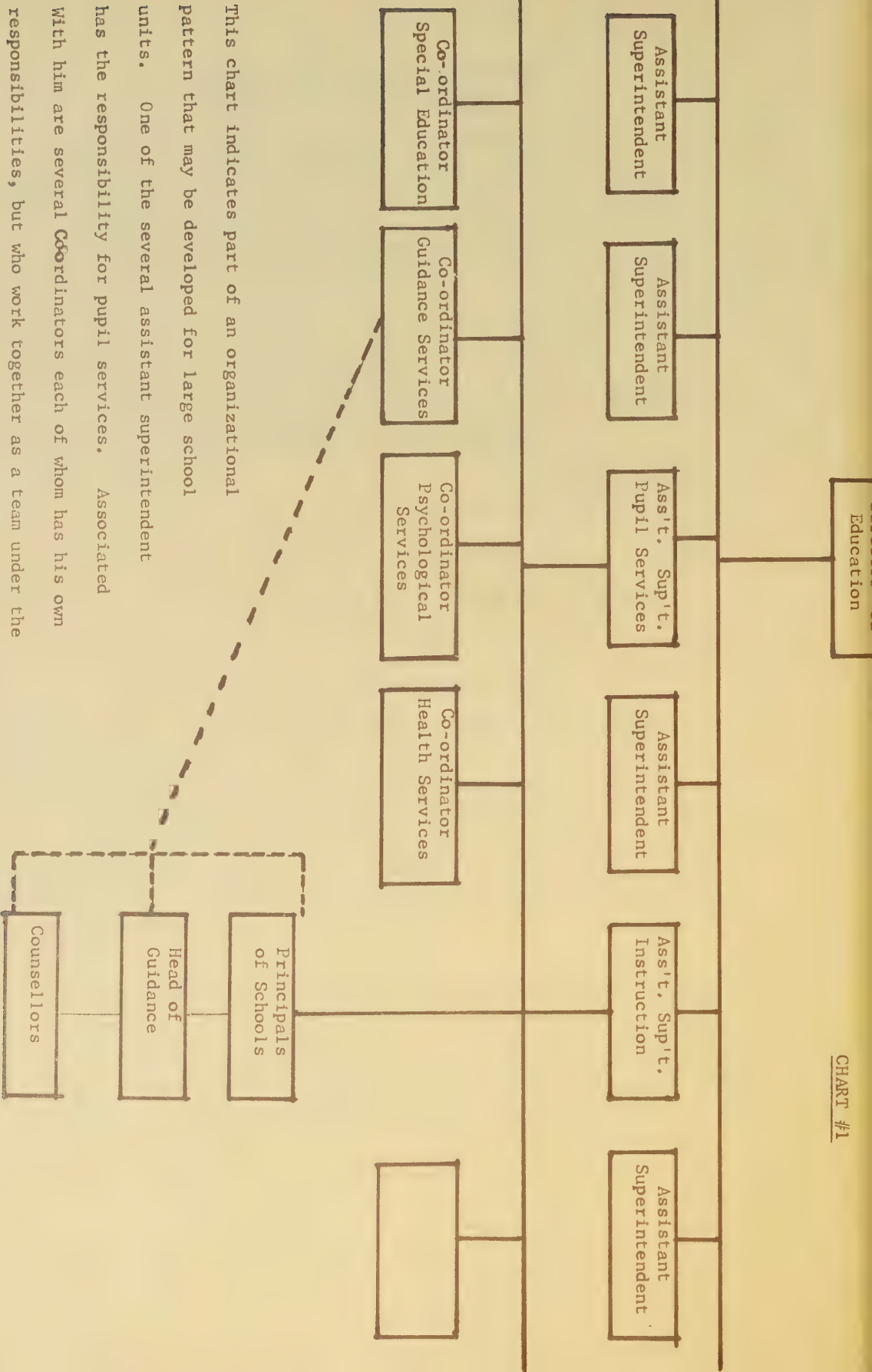
Many counsellors have found that dictating equipment saves time: this is only one item that should be included in the equipment available. A counselling unit might also be equipped with such items as tape recorders, projection equipment, and record players, as well as the usual office equipment.

Organization of Guidance Services

Administrators and guidance personnel must share in the development of an efficient effective guidance service within a school system. As the larger units of administration are established, the line communication should be understood by all personnel involved.

Although the administrative units may vary in size some attempt to develop an organizational pattern is required.

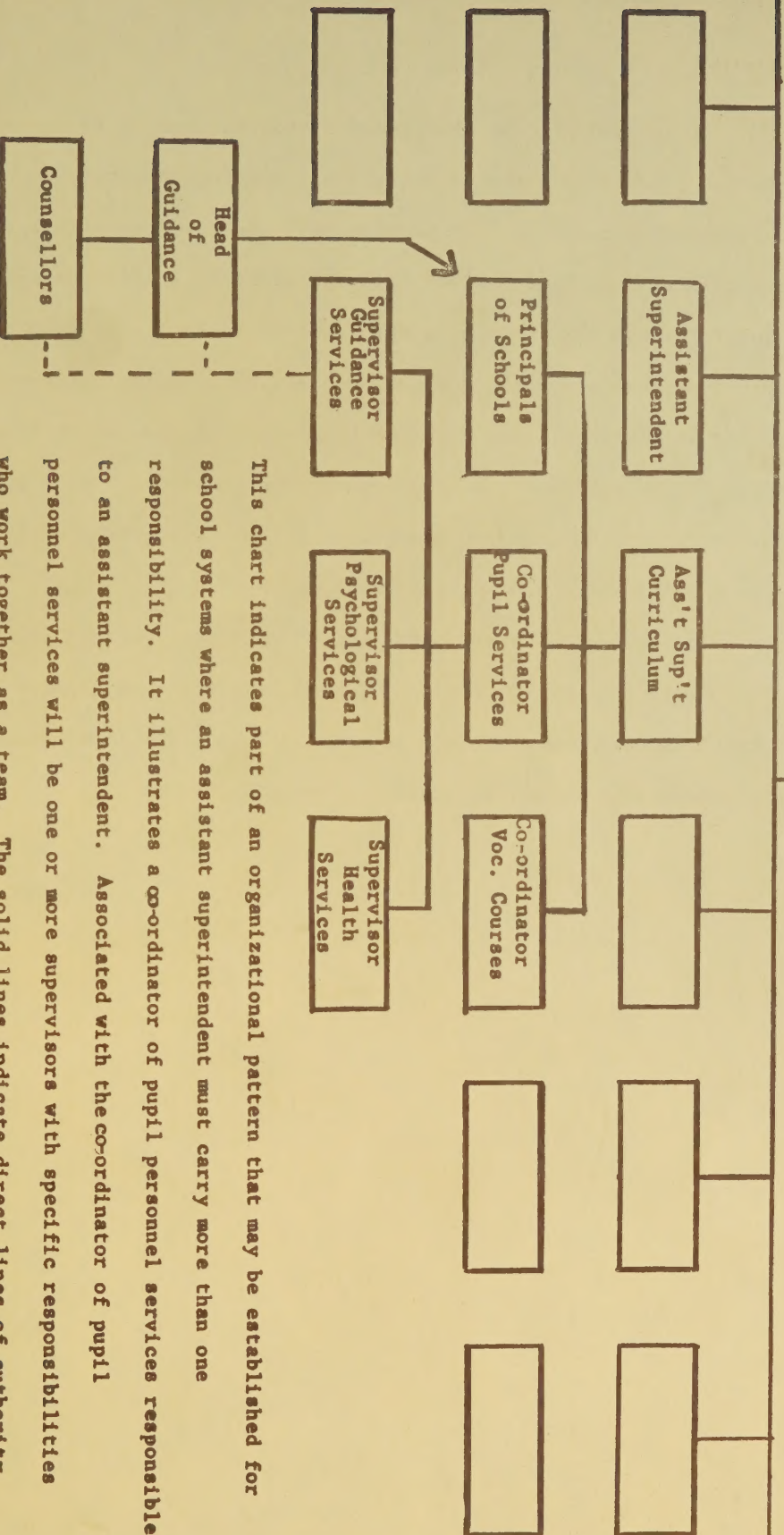
The following charts may serve as a guide in establishing such an organization.



This chart indicates part of an organizational pattern that may be developed for large school units. One of the several assistant superintendent has the responsibility for pupil services. Associated with him are several ~~Co~~ordinators each of whom has his own responsibilities, but who work together as a team under the assistant superintendent. The solid lines indicate direct lines of authority, while the dotted lines indicate co-operative relationships.

Director of Education

CHART #2



This chart indicates part of an organizational pattern that may be established for school systems where an assistant superintendent must carry more than one responsibility. It illustrates a co-ordinator of pupil personnel services responsible to an assistant superintendent. Associated with the co-ordinator of pupil personnel services will be one or more supervisors with specific responsibilities who work together as a team. The solid lines indicate direct lines of authority while the dotted lines indicate co-operative relationships.

It is evident from the preceding charts that it is important for school systems to establish a student-services or pupil-personnel program. This program will include responsibilities for attendance, school admissions, special schools, special education, home instruction units, psychological services, social work services, health and medical services, and guidance and counselling services. The person in charge of such a team may be either an assistant superintendent or a co-ordinator of pupil-personnel services. He should be an educator with some guidance background since the services will deal with the developmental and special needs of children.

The co-ordinator or supervisor of guidance services should hold the Specialist Certificate in Guidance. Background experience in both the elementary and secondary schools will be a distinct advantage, and experience as a school counsellor is most important.

